**ADULT LEARNING PRINCIPLES**

Adult learning principles can be defined as the set of specific skills and associated knowledge geared towards the educational development of adults. Adults don't learn in the same way as children do because their personality structure is almost fully developed at that stage in their lives, along with a series of habits and practices that have been acquired during their lifetime. Therefore, the learning process must take into account how an adult perceives not only what is being taught, but also themselves. (<http://voices.yahoo.com/the-eight-principles-adult-education-3326900.html?cat=4>)

Characteristics of Adult Learners

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| Adult Learners | Implications for our practice as we facilitate learning | How is this different from student learners? |
| 1. Adult learners are self-directed, goal directed; they need to be involved in the learning process. |  |  |
| 1. Adults learn by doing through concrete experiences in informal environments. |  |  |
| 1. Adult learning takes place in a climate of respect, trust and concern for the learner. Physical environment is important. |  |  |
| 1. Adult learners need programs that are meaningful and relevant to them and seen as immediately useful. |  |  |
| 1. Adult learners bring rich experience and past learning to new learning. |  |  |
| 1. Adult learners have a wide range of knowledge, interests and competencies. |  |  |
| 1. Adult learners need time to absorb, reflect and practice learning. |  |  |
| 1. Adult learning inherently creates change which may cause anxiety. |  |  |

*(adapted from Alberta Teachers Association, Facilitating Meetings Designed for Learning)*